

May 2006

## **Proposed Revisions to Accountability Framework**

### **Introduction**

State law directs the Higher Education Coordinating Board to “establish an accountability monitoring and reporting system” for higher education in Washington. State law also specifies that the “board shall approve biennial performance targets for each four-year institution and the community and technical college system, and shall review actual achievements annually.”

Board staff are proposing a revision to the current accountability framework. At its March 2006 meeting, the board reviewed the proposed revisions to the accountability framework, which it originally adopted in April 2005. The revisions align and streamline previously separate accountability processes defined in the board's enabling legislation and the state budget. This document contains the same revisions the board reviewed at its March meeting, plus a few additions and clarifications.

### **The notable changes from the version presented in March are as follows:**

- A new performance indicator is added for successful transfer. Specifically, this indicator will monitor the number and percentage of students who enter the two-year college system with the intention of transferring to a baccalaureate institution and who actually do transfer within three years.
- Although the above indicator is placed in the section of the document dealing with community and technical colleges, the text of the framework acknowledges this indicator relates to the nexus between these two segments of higher education.
- Language is added clarifying that targets for the two-year system will remain biennial and that the targets will encompass a six-year span of time.
- Language describing performance indicators without targets is revised. Rather than emphasizing only that targets are not associated with these indicators, the new description states that targets are not required and also emphasizes that data on these indicators will be monitored.
- The list of types of data in the context section at the end of the document is re-sequenced for greater coherence, and two elements are added to the list: 1) number of degrees awarded per FTE student; and 2) the proportion of students in the two-year college system who intend to transfer and did not transfer within three years, but persist in working toward transfer during the fourth year of their studies.

The board is asked to take action at today's meeting by adopting both the revised accountability framework and institutional targets, which are presented in a companion item.

## **Background**

The Higher Education Coordinating Board adopted an accountability framework in early April 2005. Later that same month, the legislature adopted a 2005-07 operating budget, which included numerous additional and differing provisions regarding accountability.

Board staff are proposing revisions to the accountability framework adopted last year in order to respond to concerns of institutions about the manner in which we measure performance improvement and to integrate accountability provisions subsequently included in the biennial budget. The accountability framework will be evaluated every four years, in conjunction with the schedule for developing the statewide strategic master plan. In addition, elements in the current proposal will need to be the focus of further planning and collaborative work before full implementation is possible.

The proposal calls for consolidating accountability provisions in one place to provide greater clarity. Removing specific provisions from state budget statute and consolidating it into the board's framework will also provide more flexibility for the accountability monitoring system. The HECB, Office of Financial Management, and the institutions will work in partnership to implement the framework.

## **Overview and Summary**

No changes to the performance indicators currently used for accountability monitoring and reporting in the community and technical college system are proposed. However, an additional measure for transfer will be included as well as data on continuation of transfer-related study. Further changes may be considered at a future date. The measures for the two-year institutions are summarized below.

There are several important changes proposed in the four-year institutional sector. The balance of this document focuses primarily on those changes.

The new framework for baccalaureate institutions will include two distinct categories of performance indicators. One category will have associated performance targets. The other category of performance indicators will involve monitoring results and reporting data on results – without associated targets. It is expected that results for indicators without targets should at least remain at or near current performance levels.

The indicators with targets are reduced substantially in number, providing greater opportunity for focusing on high priority results and enhancing the clarity and simplicity of the system. The timeline for performance targets would change from the current biennial target cycle to a goal cycle in which six-year targets provide the primary emphasis, but are accompanied by two- and

four-year checkpoint milestones along the path toward the six-year goals. A new set of six-year goals will be added every four years. The proposed framework includes additional guidance to institutions beyond that which was previously given concerning the magnitude of improvement the HECB and Office of Financial Management expect and hope to see on performance indicators.

Targets proposed by four-year institutions are subject to approval by both the HECB and the OFM, which reflects a new partnership envisioned between HECB and OFM in implementing the accountability system. Institutions have the opportunity to include up to three performance indicators of their choice as part of the system; institutions would have the option to include targets for such institution-specific indicators.

### **Community and Technical College System**

Apart from one addition described below, indicators for the community and technical college system will remain unchanged from the April 2005 accountability framework adopted by the HECB. The current indicators are:

- Number of academic associate degrees awarded
- Number of technical associate degrees awarded
- Numbers of students defined as ready for transfer
- Numbers of students defined as prepared for work
- Numbers of students gaining at least one competency level in a basic skill

The additional indicator does not fit neatly or solely within the two-year college sector. Instead, ‘transfer’ focuses on the nexus between the two-year and four-year sectors and describes an important intermediate performance outcome for the higher education system as a whole. The indicator will report the number and percentage of students who enter the community and technical college system with the intention of transferring to a baccalaureate institution and within three years do, in fact, transfer to a baccalaureate institution. This measure will be limited to students who have shown evidence of seriously pursuing the goal of transfer by completing at least 15 credits of college-level study.

The State Board for Community and Technical Colleges developed the existing indicators, except the indicators for degrees awarded. The HECB intends to work in consultation with the SBCTC in the future to analyze available data on student outcomes and determine, based on research, whether further measures ought to be included.

For the two-year sector, targets will remain biennial. However, it is intended that three biennia remain in view at any given time. In other words, initially targets will be set for 2006-07, 2008-09, and 2010-11. Then, as each biennium elapses, a new target is added for the biennium six years out into the future.

## Baccalaureate Institution Indicators with Targets

Indicators with targets will focus on degrees conferred, graduation and retention rates, and efficiency in awarding undergraduate degrees. Specifically, indicators with targets will be:

- Number of bachelor's degrees awarded
- Number of bachelor's degrees awarded in high-demand fields
- Number of advanced degrees awarded
- Six-year graduation rates for first-time, full-time freshman students
- Three-year graduation rates for transfer students with an associate degree from a Washington community college
- Freshman retention rates
- Percentage of bachelor's degrees awarded to students not exceeding 125 percent of the number of credits required for the degree

The institutions also shall report results on each of the above indicators for students receiving Pell grants. Separate targets for Pell grant recipients are not required. The expectation is that results for Pell grant recipients be maintained at or above current levels.

## Baccalaureate Institution Target Date Frequency, Phasing

Actual achievements will be monitored annually, and short-term and long-term markers for future performance will be developed for internal planning and monitoring purposes. Although the main emphasis within this accountability system will be placed on the six-year goals, assessment of progress in the accountability framework is not limited to a snapshot once every six years. Each year, a new cohort of students is admitted and begins or resumes study. In addition, the framework is intended to encourage continuous improvement.

Interim checkpoints will be included at two- and four-year markers en route to the six-year targets. For the current cycle, the two-year checkpoint will occur at the end of the 2006-07 academic year. The four-year checkpoint will be in 2009, and the six-year target relates to results in 2011. There will be a six-year target added every four years, synchronous with development of the strategic master plan. Each six-year target would be accompanied by two- and four-year interim checkpoints, as shown in the following chart:

<b>Strategic Master Plan Adoption Schedule</b>	<b>Two-Year Interim Checkpoint</b>	<b>Four-Year Interim Checkpoint</b>	<b>Six-Year Target</b>
2004 (December)	2007 (2006-07 AY)	2009	2011
2008	2011	2013	2015
2012	2015	2017	2019

## **Frame of Reference for Gauging Performance Improvement**

A starting point will be calculated for measures with targets; the starting point provides a reference to measure change and improvement over time. The starting point may be described as the year 2000, though it actually would represent the five-year average for results on the indicator from 1998 through 2002, to the extent such data are available. Where these data are not available for these years, data for more recent years may be used.

This approach replaces provisions currently in the framework in which a three-year average is calculated for determining a baseline. It facilitates reporting progress further into the future with reference to a single, fixed starting point.

## **Target Level Ambition**

The priority is the six-year target. It is also recognized that effective interventions may not become evident in data on results until several years after initiating the intervention. Many indicators may not be expected to change with a two-year or even a four-year span. Therefore, two- and four-year interim checkpoints can be maintenance goals. Six-year targets, in general, are expected to be performance improvement targets.

The budgeted enrollment levels and the overall amount of revenue available to an institution have enormous bearing on the level of output and performance improvement that can be achieved. The HECB and OFM intend to be mindful of funding levels when considering whether to approve proposed targets. However, funding is not the sole factor explaining or determining levels of achievement in the system; thus the precise level of ambition reflected in the performance targets should not be determined solely by the precise amount by which revenue has increased or decreased.

It is also recognized that a certain amount of random fluctuation over time should be expected in any performance indicator and that random fluctuations carry no implications for the quality of performance the measure is intended to reflect. The potential for “statistical noise” is always present in any performance measurement. As the framework is implemented, both HECB and OFM intend to be cognizant of the difference between random fluctuations that do not reflect real changes in performance, and actual changes in performance that may be reflected in performance measure achievement data.

Improvements can and should be produced both through higher base funding and through process improvements not tied directly to higher base funding. HECB staff calculate that base revenue for institutions is approximately 2 percent higher in the 2005-07 budget in comparison to the 2003-05 budget. As suggested above, it is assumed that results can be improved still further through changes in management and operations at the institutions. Thus, in general, targets should reflect expectations for improvement in excess of 2 percent in most cases. However, institutions may propose targets below this level with an accompanying rationale addressing circumstances specific to the target, measure, and institution in question.

The HECB and OFM will consider such proposals and their rationales on a case-by-case basis. Such proposed targets may be approved if deemed appropriate under the specific circumstance at hand.

- Six-year targets in 2011, for degrees conferred, will be expected to improve upon current numbers by a significant amount. The precise magnitude of the increase will be determined through consultations with each institution so as to take into account the unique characteristics and circumstances of each. Six-year targets for 2015 and subsequent cycles should envision further improvement.
- Six-year targets for graduation rates will be expected to improve upon current results. The precise magnitude of the increase will be determined through consultations with each institution so as to take into account the unique characteristics and circumstances of each.
- Maintenance targets for other indicators are acceptable.
- If state FTE enrollment appropriations and tuition revenue combined are reduced from the 2005-07 level, six-year targets could be reduced; if such revenue is increased from the 2005-07 level, six-year targets could be increased.

Targets proposed by institutions will be subject to review and approval by the HECB and OFM. Maintenance levels at checkpoint stages and, in some instances, maintenance level targets are acceptable; however, these target and checkpoint parameters should not be regarded as maximums. Institutions are encouraged to set ambitious yet attainable targets and checkpoint performance levels above the minimum levels described in the framework.

## **Performance Indicators to be Monitored**

The accountability system will monitor results for several additional performance indicators. Results for Pell grant recipients on indicators with targets were mentioned above. Beyond those results, the new framework also would track job placement/employer satisfaction survey data, a more comprehensive graduation rate measure and institution-specific measures. Although these measures will not have targets associated with them, institutions will report results to the HECB, and the board will monitor and report the results.

## **Job Placement/Employer Satisfaction**

The HECB will work with OFM and the institutions to design a brief set of questions that would be intended to generate data concerning job placement and employer satisfaction with recently hired graduates of Washington's public baccalaureate institutions. The feasibility of various methods for collecting the data will be explored. Options may include adding a limited set of additional questions to surveys already being administered by institutions, state agencies or other entities. The goal is to begin collecting such data by the end of the 2006-07 academic year.

In the meantime, institutions will continue to report to the HECB the available data gathered from biennial alumni surveys and will collaborate to generate comparable data across campuses.

Institutions may propose alternative methodologies if they believe an alternative approach will generate reliable data that is similar across campuses.

### **Comprehensive Graduation Rates**

Graduation rates will continue to be measured in the current manner for first-time, full-time freshmen and for certain transfer students, as defined. In addition, institutions also will begin to report a more comprehensive graduation percentage.

A working definition of this more holistic graduation rate is the combined proportion of undergraduates who earn a bachelor's degree within six years of enrolling with freshman status, within five years of enrolling with sophomore status, within three years of enrolling with junior status, and within two years of enrolling with senior status. This tentative definition is open to refinement following consultation with institutional research and technical staff. The initial purpose of this effort is to ensure that graduation outcomes for as many students as possible are reported. It is presumed that a proportion of the undergraduate student population is not included in either of the two previously described graduation rate measures.

### **Institution-Specific Indicators**

The accountability framework will include up to three institution-specific indicators related to quality. The institutions will retain discretion regarding whether or not targets for such measures will be included. The HECB will include all such indicators, performance results, and targets (if appropriate) in its biennial accountability report to the legislature and governor.

### **Miscellaneous Provisions**

To take institutional schedules into account and monitor the most recent information on results, the deadline for institutions to report results to the HECB, and for the HECB to report those results, will be delayed by one month to November 1 and December 1, respectively. The 2006 supplemental operating budget passed by the legislature incorporated this change.

The HECB will explore, in collaboration with the institutions, OFM and legislature, the feasibility of alternative measures for institutional quality for possible future use. An annual conference or forum focusing on best practices should be considered, and if developed, will be regarded as an element of the accountability system.

Wherever appropriate, when the HECB reports on results achieved for measures tracked in the accountability system, aggregated statewide results also would be reported. The purpose is to emphasize system-wide results because that is a more comprehensive perspective than reports limited to institution-specific results alone.

The context section described in the April 2005 accountability framework, as adopted by the board, is retained in the proposal, with a limited number of additions and slight revisions. The context section will gather data that describe conditions of higher education in the state, as well as the unique mission and student demographics at each institution. This information will help policymakers understand some of the key factors that influence results such as degree production in the state. For example, if fewer students graduate from high school, then the public baccalaureate institutions will produce fewer baccalaureate degrees.

Data reported will include but not be limited to:

- Average WASL scores for tenth graders
- Percentage of ninth graders who graduate from high school on time with their class
- Number of students participating in dual-credit programs (e.g., Running Start)
- Percentage of recent high school graduates requiring remedial education
- Number of transfers from Washington community and technical colleges
- Proportion of new students from Washington community and technical colleges (reported separately for each institution)
- Number and percentage of community and technical college system students on the transfer path who did not transfer within three years but continue working toward the objective of transfer to a baccalaureate institution in their fourth year of study in the community and technical college system.
- Percentage of students earning bachelor's degrees who have earned at least 40 credits from the Washington community and technical colleges
- College participation rates
- Degrees conferred per full-time equivalent enrolled student
- Degrees earned among the state's college-age population
- State funding per full-time equivalent student
- Financial aid per full-time equivalent student (or another affordability measure – such as percentage of family income needed to pay for college)
- Percentage of state funds allocated to higher education
- Mission, enrollment by race, ethnicity, average age, gender, origin (e.g., high school and community college), first-generation status, degree-seeking status, Pell grant status, full-time or part-time status, participation in remedial education, and SAT, ACT or other indicator of academic preparedness, where available, at each institution.



## **Relevant Additional Statutory Provisions Regarding Accountability**

A number of provisions in current law are related to the accountability framework. These provisions, which are not directly affected by HECB action on the framework, will be implemented in coordination with the implementation of the framework.

Current statute states, “Based on guidelines prepared by the board, each four-year institution and the State Board for Community and Technical Colleges shall submit a plan to achieve measurable and specific improvements each academic year on statewide and institution-specific performance measures. Plans shall be submitted to the board along with the biennial budget requests from the institutions and the state Board for Community and Technical Colleges.” [RCW 28B.76.270(2)]

The HECB intends to develop guidelines as described above, and to consult with institutions regarding the potential for including summary information regarding the plans in its accountability reports.

The HECB is required under current statute to report on progress toward accountability goals or targets “along with the board’s biennial budget recommendations.” [28B.76.270(4)]

The HECB “shall review actual achievements annually.” [28B.76.270(3)]

May 2006

## **Accountability Monitoring and Reporting System: Performance Targets**

### **Introduction**

State law directs the Higher Education Coordinating Board to “establish an accountability monitoring and reporting system” for higher education in Washington. State law also specifies that the “board shall approve biennial performance targets for each four-year institution and the community and technical college system, and shall review actual achievements annually.”

Board staff have worked with the public baccalaureate institutions and the State Board for Community and Technical Colleges to establish targets for accountability measures, as required in the board's accountability framework. At today's meeting, the board is asked to adopt these targets and approve the revised accountability framework, as presented in a companion item.

### **Background**

Beginning in January 2006, board staff worked with the Office of Financial Management, the public baccalaureate institutions, and the State Board for Community and Technical Colleges to develop a revised accountability framework. As these efforts began to draw to a successful conclusion, board staff asked the institutions and the State Board for Community and Technical Colleges to submit proposed targets using the new framework. Targets were received in late March, allowing board staff several weeks to review and analyze them. Staff presented the initial results of the analysis to the board's education committee on April 24, 2006.

### **Summary**

If the institutions meet their targets for bachelor's degrees, it appears the state will meet the board's goal for 30,000 degrees by 2010. The picture is less clear for the board's goals for advanced degrees and associate degrees.

The proposed accountability framework presumes that, in general, targets should exceed current performance by more than 2 percent because base revenue from the 2005-07 biennial budget is 2 percent higher than under the previous budget. The level of ambition reflected in the proposed targets varies widely among institutions and across indicators. For example, if the proposed bachelor's degree targets are met and not exceeded, production would increase 49.7 percent at UW Tacoma and 2.2 percent at The Evergreen State College.

## Staff Analysis

Performance trend data and the targets proposed by institutions of higher education and the State Board for Community and Technical Colleges (SBCTC) are provided. The proposed targets are displayed in numeric form in tables included in this document. In addition to the tables, this information also is presented in a series of bar charts, both within and in addition to this document. This information is organized around the performance measures in the proposed accountability monitoring and reporting system.

### Five-year averages, three-year averages and targets

The tables and charts generally show three data points for each institution:

1. The institution's annual average result during the five-year period from the 1997-98 academic year through the 2001-02 academic year;
2. The institution's annual average result during the most recent three years – that is, the academic years 2002-03, 2003-04 and 2004-05; and
3. The target proposed by the institutions.

The tables also show two-year and four-year interim checkpoints on the path to the six-year targets.

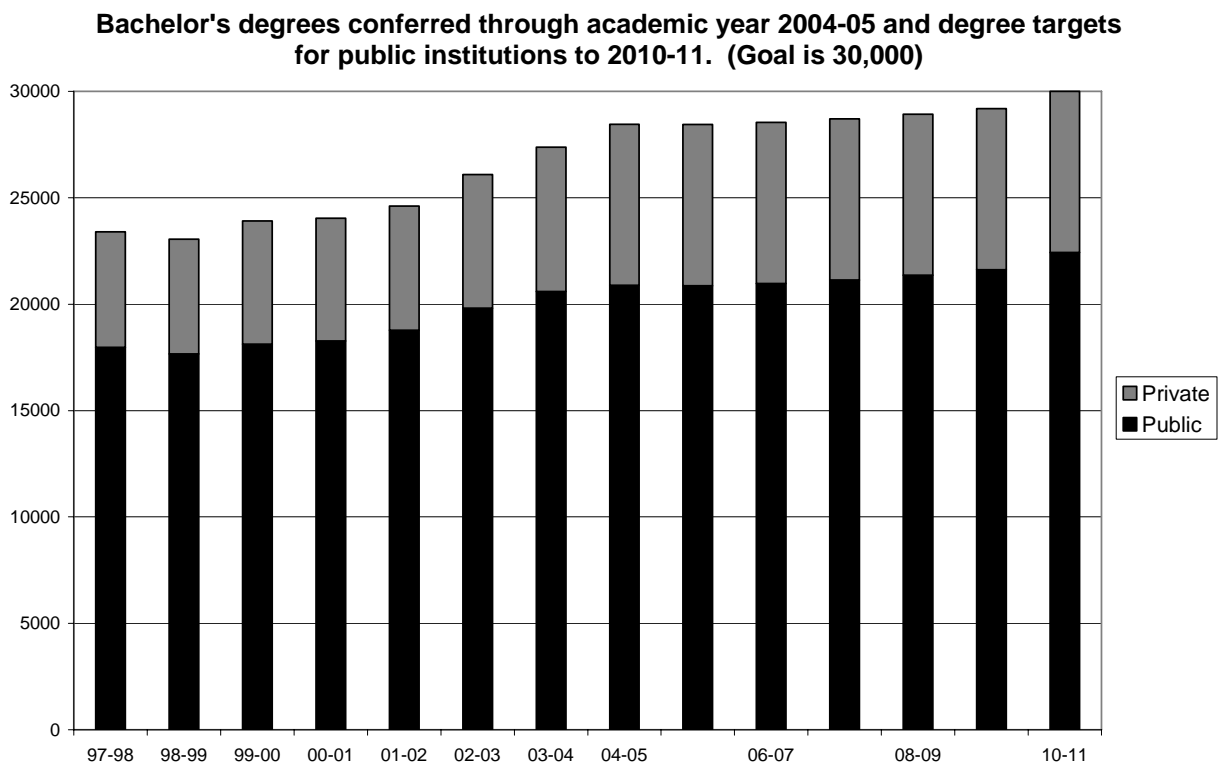
Under the proposed accountability framework, the five-year period from 1998 to 2002 serves as a benchmark against which future performance is to be understood and achievements described. The data from the most recent three-year period, 2003-05, is included to provide a more complete picture of trends and to ensure the most up-to-date information is available to assist the board in making sound interpretations of the meaning of the proposed targets.

### **Bachelor's Degrees<sup>1</sup>**

The *2004 Statewide Strategic Master Plan for Higher Education* established a goal of 30,000 bachelor's degrees per year by 2010. If degree production in the private sector were to remain at the 2004-05 production level and if public institutions were to confer the number of degrees envisioned by the targets, the master plan goal for bachelor's degrees awarded in the state would be achieved. If targets are met and not exceeded, public baccalaureate institutions as a whole would confer 9.8 percent more bachelor's degrees by 2010-11 than they did on average during the most recent three-year period.

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<sup>1</sup>Data regarding degrees conferred should not to be assumed to reflect numbers of individual students earning degrees. The number of degrees is larger than the number of students earning degrees, since some students earn multiple degrees through dual and concurrent degree programs.



### Bachelor's Degrees: Trend data from two periods; checkpoints, targets proposed by Institutions

Institution	Five-year Average 1998-02	Three-Year Average 2003-05	2006-07 Checkpoint	2008-09 Checkpoint	2010-11 Target
UW Bothell	409	560	575	650	800
UW Seattle	6295	7087	7300	7400	7500
UW Tacoma	404	668	700	800	1000
WSU	3720	4166	4170	4170	4300
CWU	1950	2031	2000	2050	2300
EWU	1615	1942	2035	2035	2300
TESC	1158	1164	1174	1182	1190
WWU	2610	2813	2913	2968	3038

### Number of bachelor's degrees awarded in high-demand fields

High-demand fields are defined in accordance with the findings of the HECB *Statewide and Regional Needs Assessment*. Those fields are engineering, computer science, software engineering, architecture and health related professions. Individual institutions determine which of their bachelor's degree programs fit within the scope of these fields as described.

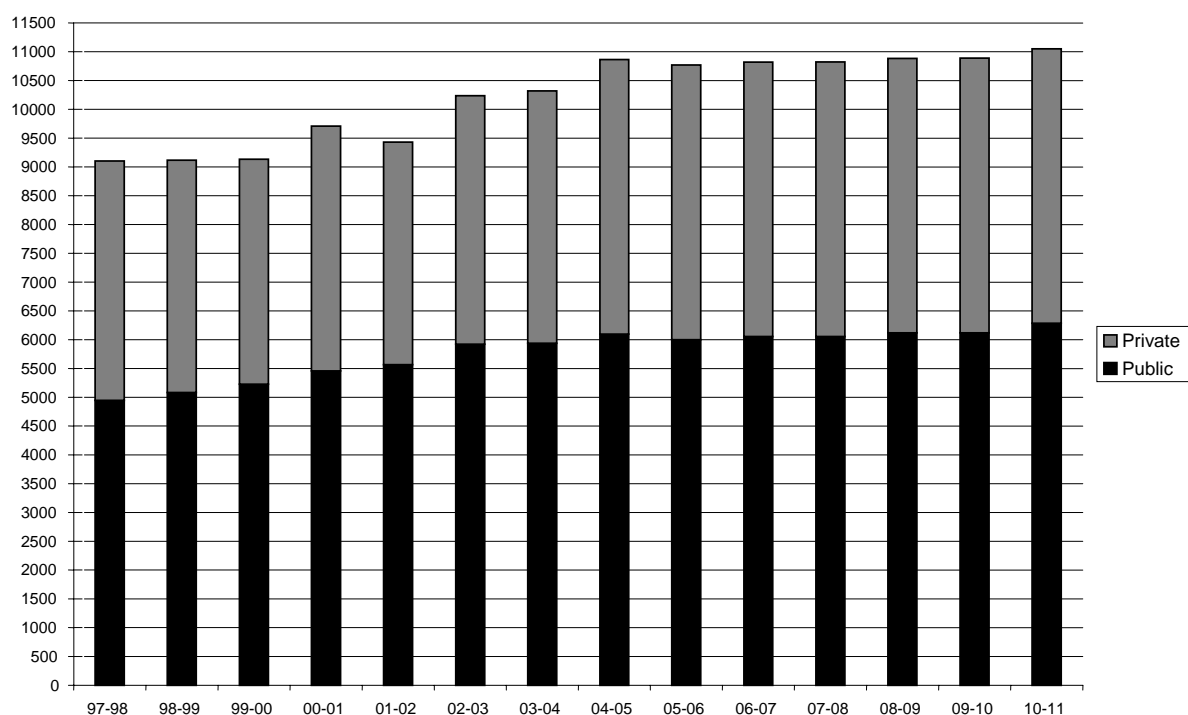
### High demand bachelor's degrees

Institution	Five-year Average 1998-02	Three-year Average 2003-05	2006-07 Checkpoint	2008-09 Checkpoint	2010-11 Target
UW Bothell	128	152	165	180	200
UW Seattle	872	966	1000	1050	1250
UW Tacoma	64	113	135	150	165
WSU	524	654	630	630	700
CWU	48	43	48	49	50
EWU	240	337	405	405	440
WWU	183	347	365	371	380

### Advanced Degrees

For advanced degrees, current degree production in the private sector combined with public institutional targets would total 11,053 degrees in 2010; that would be 447 advanced degrees (3.9%) short of the goal.

**Advanced degrees conferred through academic year 2004-05  
and projected degrees based on public institution targets (Goal - 11,500).**



**Advanced Degrees: Trend data from two periods;  
checkpoints, targets proposed by Institutions**

<b>Institution</b>	<b>Five-year Average 1998-02</b>	<b>Three-year Average 2003-05</b>	<b>2006-07 Checkpoint</b>	<b>2008-09 Checkpoint</b>	<b>2010-11 Target</b>
UW Bothell	34	94	110	110	125
UW Seattle	3068	3494	3500	3550	3550
UW Tacoma	73	125	150	150	175
WSU	1003	1076	1090	1090	1200
CWU	181	203	188	196	210
EWU	453	537	550	550	555
TESC	101	93	92	92	93
WWU	341	364	372	375	377

**Associate Degrees**

The associate degree target for 2006-07 proposed by the SBCTC slightly exceeds the interim degree goal for the public sector set by the HECB for that year. However, if the associate degree trend of the past three years, combined with the precise level of the 2006-07 target, continues through 2010, the number of associate degrees awarded by public institutions would fall more than 12 percent below the goal for 2010.

**Associate Degrees: Trend data from two periods; checkpoints, targets proposed by Institutions**

<b>Institution</b>	<b>Indicator</b>	<b>Five-year Average 1998-02</b>	<b>Three-year Average 2003-05</b>	<b>2006-07 Checkpoint</b>	<b>2008-09 Checkpoint</b>	<b>2010-11 Target</b>
Community & Technical Colleges	<b>Associate degrees</b>	Not Available	21,696	Target: 21,957	TBD	TBD

**Ready for Transfer, Ready for Work and Basic Skills Competency Gain**

For the two-year sector, targets beyond the 2006-07 academic year are not yet available. SBCTC staff report plans to develop proposed targets for 2008-09 and 2010-11 by approximately November of this year.

The performance measure “ready for transfer” is defined by SBCTC as a student who has completed 45 college-level credits, including core courses with a minimum GPA of 2.0. The indicator “prepared for work” is defined “by professional/technical degrees and related certificates awarded, including achievement of industry skill standards.”<sup>2</sup>

The measure termed “basic skills” is defined as those students who “demonstrate substantive skill gain as a result of their adult basic education or English-as-a-second-language instruction based on standardized pre- and post-tests in reading, writing, mathematics or English language proficiency.” The state budget provides that performance targets for the three indicators described in this paragraph “shall be determined based on the per student funding level” and must increase performance.

The targets proposed by the SBCTC, if met and not exceeded, would increase degree production by 1.2 percent, increase the number of students ready for transfer by 2.1 percent, increase the number defined as “prepared for work” by 0.5 percent, and increase the number of students gaining basic skills by 4.1 percent over the baseline period. The baseline period is defined as the annual average for the preceding three years.

#### Baseline data and proposed targets for Community and Technical College system

Indicator	Baseline Average 2003-05	2006-07 Target	2008-09 Target	2010-11 Target
“Ready for Transfer”	17,436	17,800	TBD	TBD
“Prepared for Work”	23,394	23,500	TBD	TBD
Basis Skills Competency Gain	20,950	21,809	TBD	TBD

#### Six-year graduation<sup>3</sup> rates for first-time, full-time freshman students

This definition for graduation rates is used in part to ensure data from Washington institutions are comparable to institutions elsewhere in the country, since this is a statistic reported nationwide. Washington ranks high on this measure in comparison with other states. Consequently, some of the institutions have chosen to concentrate efforts more heavily on other indicators, while committing to keeping this measure at or above the current level.

<sup>2</sup>“Performance Reporting Plan: 2005-07 Biennium Targets,” by Washington Community and Technical Colleges, approved by SBCTC December 2005.

<sup>3</sup>Graduation rate indicators are limited to the populations as defined. Undergraduate students who initially enroll with any status other than first-time full-time freshman or with an associate degree from a Washington community college are not included in either measure. The percentage of undergraduate students not included in either graduation rate is unknown.

### Six-Year Graduation rate

Institution	Five-year Average 1998-02	Three-year Average 2003-05	2006-07 Checkpoint	2008-09 Checkpoint	2010-11 Target
UW	70.4%	72.8%	74.5%	74.7%	75.0%
WSU	59.5%	61.2%	62.0%	63.2%	65.0%
CWU	48.0%	51.0%	49.1%	51.1%	53.0%
EWU	47.4%	46.0%	50.0%	50.0%	53.0%
TESC	52.2%	51.8%	54.5%	57.0%	54.0%
WWU	61.8%	61.6%	62.4%	62.8%	63.2%

### Three-year graduation rates for transfer students with an associate degree from a Washington community college

This measure is not available for institutions in other states, but is valuable in tracking progress of students in a state that relies heavily on the two-plus-two approach to degrees, in which a large proportion of students attend a community college before transferring to a baccalaureate institution.

### Three-Year Graduation rate (for students who transfer with an associate degree from a Washington Community College)

Institution	Five-year Average 1998-02	Three-year Average 2003-05	2006-07 Checkpoint	2008-09 Checkpoint	2010-11 Target
UW	64.8%	73.2%	76.0%	76.0%	76.0%
WSU	58.6%	64.2%	63.5%	65.4%	66.0%
CWU	70.0%	74.2%	70.6%	72.3%	74.0%
EWU	57.4%	60.6%	61.0%	61.0%	64.0%
TESC	--	71.8%	72.3%	72.8%	73.3%
WWU	57.0%	60.8%	61.0%	61.4%	61.8%

### Freshman Retention Rates

This indicator reflects the percentage of students enrolled in the fall term immediately following their freshman year of study. Again, several of the institutions that currently have high freshman retention rates have chosen to concentrate efforts more heavily on other indicators, while committing to keeping this measure at or above the current level.



**Freshman retention**

<b>Institution</b>	<b>Annual Average 1998-02</b>	<b>Annual Average 2003-05</b>	<b>2006-07 Checkpoint</b>	<b>2008-09 Checkpoint</b>	<b>2010-11 Target</b>
UW	89.7%	92.2%	92.0%	93.0%	93.3%
WSU	83.3%	84.5%	84.8%	84.8%	87.0%
CWU	74.6%	78.5%	76.3%	78.2%	80.0%
EWU	75.2%	75.5%	76.0%	76.0%	81.0%
TESC	71.5%	71.9%	72.9%	73.9%	75.0%
WWU	79.5%	83.9%	84.8%	85.0%	85.0%

**Percentage of bachelor's degrees awarded to students not exceeding 125 percent of the number of credits required for the degree**

This indicator replaces the more complicated graduation efficiency index previously reported. Several institutions already have high efficiency rates, and thus are envisioning small marginal improvements.

**Undergraduate Efficiency<sup>4</sup> Indicator (Percentage of Bachelor's Degrees Awarded to Students Not Exceeding 125% of Credits Required)**

<b>Institution</b>	<b>Five-year Average 1998-02</b>	<b>Three-year Average 2003-05</b>	<b>2006-07 Checkpoint</b>	<b>2008-09 Checkpoint</b>	<b>2010-11 Target</b>
UW Bothell	89.4%	92.3%	92.5%	92.5%	92.5%
UW Seattle	91.4%	91.4%	91.9%	92.0%	92.1%
UW Tacoma	92.0%	93.0%	92.5%	92.5%	92.5%
WSU	92.4%	91.9%	92.0%	92.0%	95.0%
CWU	84.4%	85.8%	86.1%	86.6%	87.0%
EWU	--	79.8%	81.0%	81.0%	85.0%
TESC	98.6%	96.9%	97.0%	97.0%	97.0%
WWU	94.8%	94.9%	95.2%	95.6%	96.0%

<sup>4</sup>The efficiency indicator is limited to undergraduate students who earn a bachelor's degree. In addition, calculating the precise number of credits required for a degree can be more complex than might be assumed. For example, prospective teachers face some coursework requirements that are part of the certification requirements, rather than the bachelor's degree. Dual major and dual degree programs further complicate these calculations. There are also limits on the number of transfer credits that are accepted by baccalaureate institutions; since such "excess" credits are not monitored by the institutions because they do not transfer, some inaccuracies may occur in these data.